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Extension Service
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Extension Programs To Improve Market Organization and Facilities
by L. A. Bevan 1/

I. The Lure of the Market Place.

A. The attraction that marketing holds.

1. What happens when buyers and sellers meet and exchange goods?
2. The sights, sounds, smells, decisions, and agreements that take place.
3. A stimulation to some persons at country point, in terminal markets, on exchange floor, in the retail store.

B. Viewpoint can be influenced by environment.

1. In the Northeast, production distribution and consumption all take place in the same area.
2. We see products as they pass from farm to retail counters.
3. Marketing long been directly included in over-all Extension program in this area.
4. Other sections, production problems close at hand, many market transactions take place in far-distant centers.
5. Extension concentrates more on production factors on the nearby marketing situations.

II. Recognition of New Situations.

A. Concern with production does not meet present conditions.

B. Comparing 1914 when Extension established and 1953.

1. Agriculture shifted from a type of self-sufficiency to commercial type.
2. Distribution revolutionized transportation, storage, processing, packaging, large retailing units.

1/ Statement by Laurence A. Bevan, Director of New Hampshire Extension Service, at National Marketing Workshop, Berkeley, California, August 7 to 15, 1953.

3. Marketing problems multiplied.

- a. Production areas specialized and far from market.
- b. Farmers and consumers far removed from each other, not only geographically but in understanding.
- c. Much more processing, handling.
- d. Improvement in facilities and methods lags.

III. Extension and Marketing.

A. A growing awareness that Extension should expand its marketing work.

- 1. This does not mean much work has not been done before the agricultural marketing act passed.
- 2. Supported by early conception of Extension's broad scope
 - a. President Butterfield's statement nearly one-half century ago: "The subject of marketing the distributive half of farming will be given as much discussion as the subjects bearing upon production."

3. Extension's legal backing.

- a. Smith-Lever Act -- states work shall be carried on with "the people of the U.S."
- b. Bankhead-Jones and Bankhead-Flannagan both designate marketing.
- c. Agricultural Marketing Act assigns education phases to Extension.

4. Education influence.

- a. Gives people understanding, change in attitude, readier to cope with situations.
- b. "The investigator advances knowledge."
"The interpreter advances progress." (Glen Frank)
- c. Extension, the interpreter.

IV. The Extension Marketing Job.

A. Extension works with people rather than things.

B. Extension can only suggest, lead, motivate, act as a catalytic agent. It has no authority other than that which sound information and methods may include.

C. Marketing objectives in extension are the same as those expressed in this workshop by others.

- 1. A better marketing system, better and quicker balance between consumption and production, reducing costs and losses, better use of products.

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- D. To get the results of research and information from other sources applied so that improvements and adjustments to new situations will be made more quickly.

V. A Broad Base.

- A. To deal with matters related to the care, handling, and exchange of agricultural products from farm to consumer.
- B. An across-the-board program.
1. With producers, handlers, and processors, consumers.
 2. Marketing problems reach far beyond the point of production (lamb illustration).
 3. Educational work with the farmer on his farm and farmer organizations cannot go the whole way in solving agriculture's marketing problems.
 4. Extension in my interpretation was set up not only to work with farmers, but, more far reaching, to assist in bringing about improvements that will make farm and rural life better.

VI. Present Lines of Work.

- A. Under Agricultural Marketing Act can be divided into four classes.

1. Work on a commodity basis with producers.
2. Work on a commodity basis with handlers.
3. Work with retailers.
4. Work with consumers.
 - a. In 1952--carried on in 43 states and 3 territories including 136 projects.

B. Producers.

1. Market information interpreting and disseminating market information on conditions movement, market quotations, both current and outlook.
2. Through news releases, bulletins, meetings, radio, some television.
3. Preparation for market demonstrating use of grades, loading techniques, maintenance of quality, new packages.
4. Market outlets, assistant in improving present and developing new marketing associations for assembly and sale, including facilities and methods.

5. Better understanding of market system--costs, function, price determination.
6. Work with cooperatives on business efficiency.
7. Methods used--demonstrations (come and see) tours, meetings, large and committee, printed material, slides, film-strips, radio, letters, individual contacts.
8. Commodities involved--fruits and vegetables, livestock, dairy and poultry, forest products, seed crops, cotton, cottonseed.

VII. Examples of Definite Results

A. Progress has been made in all of the projects listed.

B. Specific examples:

North Dakota - Potato bruising reduced 50 percent.

Missouri - Value of different grades of cattle at auctions resulted in greater proportion of feeder cattle sold in higher grades.

Iowa - Outlook information furnished farmers and handlers on soy beans, greater quantity stored, higher returns to growers, more even flow to market.

Indiana - 1,600 retail grocers received training on improved practices, used outlook material.

North Central States - Quality loss on eggs reduced at farms and in consuming centers.

Wisconsin - Producers shifting to fluid milk reducing volume for manufacturing, consolidation of plants effecting savings.

Minneapolis - Consumer education a 30 minute weekly food-buying program on television, rated top daytime show by 68 percent of housewives surveyed by television stations.

New York City - Consumer program 100,000 food shoppers view week's food news on television, 2,000 leaflets sent out each week in response to direct requests.

C. This expansion of Extension's marketing work brought about with the support of the Agricultural Marketing Act.

VIII. Matters for Future Considerations.

A. To continue to do a good job, there are certain conditions to be taken into account. Some of these include:

1. Extension should stay in the educational field.

a. There are "hot spots" in trying to bring about improvements.

b. Accept the idea of conflicts but present facts, show opportunities, have those concerned make decisions.

2. Extension and the prescription method.
 - a. Used to giving actual direct answers to apply to specific problems.
 - b. This not so applicable in the marketing field.
3. Local versus over-all approach.
 - a. Emergencies must be met but a forward planned program should be included.
 - b. Tackling only pressing problems will limit program to piece-meal results.
 - c. Can be very busy doing quick projects but should not mistake activity for accomplishment.
4. The teamwork approach.
 - a. Paul Nystrom presented the need for this clearly -- in effect, with research, service, and education working together, quicker answers and quicker application are possible.
 - b. Extension without factual guidance will not be sound and could wither on the vine.
 - c. Research if not applied is not useful.
 - d. Extension has "know-how" for educational work but no authority. Essential features of marketing work entail need for enforcement of certain standards, regulations -- this to be done by service departments. Difficulties arise if you try to mix authority with education.
 - e. Within Extension, marketing specialist can do only a limited job alone, commodity specialists help.
 - f. Administrators have a duty to perform to bring about coordination and cooperation.
5. Reporting results.
 - a. A record of what is done.
 - b. Useful in connection with requests for funds.
 - c. Too many times generalities lack specific measures of accomplishments.
 - d. This applies to:
 - (1) those individuals or groups with whom we work.
 - (2) our own administrators.
 - (3) our associates.
6. Well-trained personnel needed.
 - a. Can sometimes make a good marketing man by transferring a commodity specialist to marketing work.
 - b. Need much in service training for that method.
 - c. Capable of interesting and stimulating county staff in marketing situations.

- d. In my area county agricultural agents, home demonstration agents participating in retailer and consumer programs.
- 7. Work with various groups.
 - a. Producers.
 - (1) much more needed in getting them to understand and use economic information.
 - (2) informing them on their relation to whole system.
 - (3) the effect of the demands of the consumers on their marketing methods.
 - b. With the trade.
 - (1) approach them from their viewpoint.
 - (2) be willing to try a variation of Extension teaching method, specially trained person for special project.
 - (3) may need to work with individual firms.
 - (4) with retailers, go beyond display and practices, emphasize look at economic phases.
 - c. With consumers.
 - (1) consider their viewpoint.
 - (2) do educational work rather than promotional.

IX. Special Comments.

- A. Additional finances are likely to come after significant results appreciated.
 - 1. Often heard that we cannot do any more unless we get larger staff.
 - 2. One way is to outline a good program, do some work on it, make a dent, and then ask for more.
 - 3. Determine some priorities in projects, have observed specialists, county agricultural agents, home demonstration agents are actually devoting more time to marketing work.
 - 4. In early days of Extension, funds came hard until we earned our way.
- B. Hope to see Extension develop aggressive attitude toward marketing. Trend could develop toward English system--agricultural ministry for production, separate food ministry for distribution and consumption. Less integration likely.
- C. Criticism likely.
 - 1. Can expect adverse comments from individuals and groups.

2. This can be used constructively.
3. Conflicts are to be recognized but should not prevent undertaking program which involves trouble.

X. Education Versus Research.

A. A significant difference.

1. Research tackles a problem and finds an answer. The project can be dropped and a new one taken up.
 2. Extension cannot follow the same pattern. To be effective, the new idea or method must be accepted and adopted by the multitudes concerned.
 3. In Extension, doing work in one area with one worker is not sufficient as is often the case with research.
 4. Consumer education carried on in one urban center, say New York City, does not reach consumers in the San Francisco Bay area.
 5. Slow and quick acceptance of new proposals vary appreciably. Quick adoption of a new practice often comes if it is easy to apply -- shows immediate rewards. A specific, for a plant pest. A new package. Acceptance change in diets much slower.
- B. To a research person, educational progress may appear slow, but we are dealing with man who is not always logical -- many times highly emotional.
- C. Education a continuing process and cannot be done efficiently by turning it on and off like a valve.

XI. An Over-all Integration.

I would like to see an integrated marketing program considered, starting with the farms out in the counties working with them to develop sound, specific, farm management operating methods which would take into account the outlook for the demand of the product, the type of product to be sent to market, and how the product should be prepared for sale. This would deal primarily with the farm marketing picture in the agricultural agent's field. Next, following that product to market would be a part of Extension's job, working with the wholesaler and retailer groups, particularly retailers since they are the ones who come in closest contact with the consumers. Getting the products to the retail markets economically, having the products displayed attractively, and working with the growers to get the products put up the way they should be, would be the second step in this marketing program. The third step has already been developed

in New England and in some other parts of the country by a consumer education program. This brings to the attention of the consumer when products are plentiful in the market, the value of the product from a nutritional point of view, how to buy products economically, and how the product can be conserved in the home and utilized to the best advantage by the family. If we can conceive of a food program that reaches from the farm to the consumer, I am of the firm belief that we have possibilities of integrating our marketing program and improving it in ways that we have never before tried to apply.



